DOCUMENT RESUME

ED 178 882 CS 005 118

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TITLE The "Astrobasics" or "If I'm Going to be Drowned...Why...Was I Allowed to Come Thus Far and Contemplate Sand and Trees?"
PUB DATE Nov 79
NOTE 30p.; Paper presented at the National Basic Skills Conference (2nd, Nashville, TN, November 5, 1979)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Basic Skills; Educational Needs; *Functional Illiteracy; *Functional Reading; Higher Education; Reading Development; *Reading Instruction; *Reading Skills; Technological Advancement

ABSTRACT

Teachers are faced with the problem of needing to do a better job of teaching the basics and the astrobasics (those skills needed to understand and respond to the complex bureaucratic demands of the space age, especially reading and filling in such forms as those required for class registration, student loans, and income tax preparation). At least three levels of teaching are needed to foster the basics (and astrobasics) of reading: prereading skills, early reading skills, and reading-study skills. (Appended is the Basics and AstroBasics test.) (TJ)

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The Ruby Martin Lecture: Second National Basic Skills Conference, Tennesse State University, Nashville, (November 5, 1979)

The 'Astrobasics'

or

'If I'm Going to be Drowned...Why...Was I Allowed to Come Thus Far and Contemplate Sand and Trees?'*

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In its original text, this title read, "Why, in the name of the seven mad gods who rule the sea, was I allowed to come thus far...". When re-laced with this expletive, the title suggests the rage and confusion of the then budding American writer, Stephen Crane, as he faced the possibility of drowning when his boat had capsized off the coast of Florida early in this century.

In America today there are many people who are similarly frightened and confused. They can be divided into two groups, one which has been successful in school and another which has not. Neither group is able to even admit to their state of befuddlement. Although the "success" group eventually will do so because among their number there are writers, artists, and scientists. The other group, unfortunately, cannot raise their experiences and frustrations to a high note by neither art, literary device, nor by focused scientific study. They are muted by both natural and man-made factors. Many are born with below average mental ability, and often, to families who are socially and

*The Open Boat, by Stephen Crane

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economically disadvantaged. They are released, then, into a society which is extremely complex, and aided by a system of social welfare which, good intentions notwithstanding, tends to foster a sense of impotence.

Just one generation ago, the word "Basics" referred to the teaching and learning of the fundamentals of reading, writing, and arithmetic; a solid "grammar" school education, it was called. The idea was to achieve universal literacy. This was a sizeable challenge, given the fact that half the population, by definition, has an IQ below 100, while many others are disadvantaged in many other ways. We were equal, for the most part, to this challenge. There are relatively few people in the United States who have not been taught to read to the sixth reader level. At one time, this enabled them to read a local, daily paper, indulge in a popular literary magazine such as Reader's Digest, and conduct their lives and daily business with a sense of confidence. Today, a significant segment of life has changed.

By many indices, the demands and complexities of daily life seem to be beyond our individual resources. BASIC might as well mean Beyond the Acquisition of Society's Inundated Constituents. This prompts the conclusion that the teaching of the basics must be addressed as a socio-political, perhaps even as an economic, problem. After all, it is a form of inflation: An education simply is not worth what it was just one generation ago; time in school and dollar costs have more than doubled in the last 20

years, while few of us, at any age, grade or intellectual level, are coping as well as we did once.

Articulated in this way, the problem still may seem rather distant and abstract. Permit an attempt to illustrate the problem in the particular. I will speak from the point of reference of my home town, Kansas City, Missouri; considered by many marketing researchers as a representation of American life.

Let us say that an eighteen-year-old, high school graduate, takes a job at the State University so that he might earn some money and attend classes part-time. Now consider just some of what is required so that he might simply drive his "used car" the two miles to campus each morning. He must, of course, have a Missouri Drivers' license, but, too, he needs a Kansas City tax sticker, a State license plate, automobile liability insurance, a State safety inspection sticker, and a State University parking sticker. All of these requirements must be tended to in separate places, in different ways, and come due on different dates. Each has its own complex rationale, and each requires considerable knowledge in order to avoid the many potential hazards. In order to acquire license plates, for example, it is necessary to show proof of having paid property tax in Jackson county the previous year (what if he were from a different state); to have proof of liability insurance, and evidence of a safety inspection check, with proof that any itmes initially checked as faulty to have been repaired and re-checked.

Each step is costly, and marked by unpredictable preculiarities. One agency, for example, and I cannot remember which, will accept only cash. Remember, too, that because this is his first car, our young student cannot even drive his car to the several different locations necessary to do these things.

So it is that even a reasonably bright and ambitious high school graduate, in a typical middle American city, would need to plan a campaign, on an order of difficulty equal to the complexities involved in the Allied invasion of Normandy, just to get into his car, which he most certainly knows how to drive, and deliver himself to his humble job. That may be BASIC, but it sure as (expletive deleted) is not easy. When the problems of driving are added to the complexities of registering for classes, paying income tax, qualifying for student loans, and other such demands, the sum is downright oppressive of human spirit and will.

There is tyranny to the space age, or 'astro-basics', especially where we find these married to complex bureaucratic rituals. School has become little more than an invitation to "contemplate sand and trees", followed by a lifetime barrage of stupifying demands. Nature might prepare a person tempermentally for such nit-picking, but it strains our wisdom and technology to prepare one educationally for the like.

If the shock of the 'astrobasics' (and accompanying bureaucratic rituals) is tragic for our achieving youngsters, we can only imagine what it must be like for the less gifted.

For them it appears that there is neither shock nor anger, only pathos and numbness. It begins, for them, while they are still in school where, now, they are spending more of their time being "readied" to pass the newly required BASIC SKILLS TEST. There is little time for the humanities, and too little money to support serious vocational training. Subsequent to school, we all become covered over with mind boggling new "freedoms": The right to vote on tricky referendum issues, stated in convoluted ways; the right to the breakfast cereal of our choice, from 40 varieties; and, of course, the right to excellent medical care, as offered by surgeons and hospitals who often can have their own agendas.

Another Way to Go

If it seems as if I am opposed to basic skills tests, I am not. But I am in favor of a more comprehensive approach to assessment. If it seems that I am opposed to the bureaucratization of society, I am not. But I am in favor of bureaus which serve... anything, even themselves.

I shall now speak to each of these concerns briefly in the form of specific proposals, including one which will outline a specific program to foster reading, and reading related skills.

Problem #1: An overly complex and bureaucratized soceity?

Proposal: Ironically, this problem can be ameliorated in the simplest of ways.

By the written word. Yours and mine.

Let each teacher, in his more encompassing role as "educator", make a commitment to dispatch an occasional written critique to a supervisor of a bureau, agency, company or institution with whom s/he has had a recent experience.

These could be congratulatory, mildly critical, or if need be, even border on threat of mild civil disobedience.

Here are some examples of where a poignant letter might help to change policies and procedures so as to lift rather than to impede human spirit:

1. to the Internal Revenue Service protesting the fact that your home and finances do not consititute a business and that you should not be expected to keep extensive records and receipts.

2. to the power and water companies bemoaning the need to put money on deposit in order to receive service; or, the practice of many public utility companies to charge fees for shutting off and then turning back on service when property is bought or sold.

3. to the telephone company for charging an additional monthly rate for extension phones in your house; the electric company does not charge by the number of outlets in your house.

4. to the Motor Vehicle Bureau for their complex, time consuming, and dehumanizing "service".

5. to the Post Office Department for having the fewest clerks to serve the greatest number at 12:00 to 1:00 p.m., and between 4:30 and 6:00 p.m.

6. to insurance companies for practices and procedures which confuse, and at least appear, to exploit

Problem #2: We tend to teach what we test; and BASIC SKILLS tests tend to reflect the most narrow of definitions of education.

Proposal: Re-design such tests to include measures of social-emotional growth, critical and creative thinking, and other such factors as are deemed central to life outside and after school.

This may seem a difficult thing to do, but recent experience has suggested otherwise. In my own research I have set out with this objective, and while it has taken nearly ten years, we now have an experimental form of a test designed to measure, what we have come to call, 'progress toward reading maturity'. This test-concept was composed to provide assessment of growth in reading-language skills, as well as such bracing factors as abstract verbal reasoning, social-emotional development, and some unusual factors which currently we are calling 'critical judgments', a form of evaluative thinking.

Problem #3: Is a program possible which could teach basic skills and even some astrobasics, to a functional level, while still providing for other humanistic needs?

Where math is concerned, I cannot answer this question with confidence. I do believe, however, that it is possible to do so where the teaching and learning of

reading-language skills are concerned. In fact, there surely are several good ways to do so. I shall outline in some detail one which suits best my understandings of the problem and the need.

Proposal: There are at least three levels of programming which need to be developed to foster the BASICS of Reading: pre-reading skills, early reading skills, and reading-study skills.

Each must be planned for separately, though provided for in a continuous and integrated way.

PRE-READING SKILLS

At least four pre-reading skills need to be developed to get the reading process started and to help to keep it going: Language development, cultural-academic information, decoding, and the new Astrobasic needs.

Language Development

Language development means the ability to express one's self clearly and effectively in both the dialect of the community and the language of the core culture (Standard English dialect). It also means having a sufficiently developed language system to "mediate"---name and internally process---information and experiences. So then, the objectives of this component are (1) to improve oral speech patterns, (2) to enlarge vocabulary and appreciation for precise language, (3) to develop and refine related cognitive skills

such as problem-solving and divergent thinking, and (4) to learn to verbalize with skill and fluency one's personal experiences, feelings, and reflections...so that we may learn more about one another.

Cultural-Academic Information

Intimately related to language is cultural-academic information; i.e., exposure to and training in the essential characteristics of the core culture's academic and social heritage. This is necessary in order to establish empathy with most written narratives, and to deal with the barrage of cultural-academic allusions which punctuate most textual material in our culture.

The dilemma of teaching toward the improvement of standard English and imparting cultural-academic orientation is too extensive to be developed here. A simple model for achieving these goals is easily stated, however. Language and thinking are best improved when opportunity is provided for students to interact with knowledgeable and compassionate people who are able to elicit empathetic responses from them. The instructors must, however, be competent models of the desired language and thinking behaviors; which of course, suggests the need for more honest training of teachers so that they might be equal to this requirement. Finally, in order for the interaction to be most profitable it should deal with matters of personal emotional concern to students, and be so structured and focused as to prevent extraneous excursions from the topic, and a lapse into "rap"

sessions, which tend to put little demand on students to either think or to talk straight. Bergevin's (1970) "Participation Training" techniques, Manzo's (1977) "languaging" techniques, and Glasser's (1970) "discussions without failure" are all appropriate and require no expensive materials. There also are relatively inexpensive commercial materials which embrace many of these language simulation and thinking strategies. Once such material is called Concern (Silver Burdett Company, 1970). Individual topics---drugs, freedom, world religions---are presented in a thought provoking, pamphlet form.

Decoding (Word Analysis and Recognition)

"Decoding is not reading. Decoding should be taught separately from reading", so believes Gerald Glass (1970). Whether this is precisely true or not is not as important as the fact that the Glass Analysis approach to teach the decoding aspects of reading is simple and intelligent.

In the Glass Analysis approach, words are taught only in isolation. Context is considered an extraneous clue. Each word is scrutinized in such a way as to permit the learner to become percetually conditioned to the specific way in which the letters are clustered in the word presented. Thus, a lesson is not considered complete if the student can merely identify a word at sight. The lesson's purpose is served best when the learner has the opportunity to work through several of the ways in which the letters in the words can be clustered and said, and is led to realize which of those ways are the most

workable for decoding words. To aid the teacher in knowing which letter clusters are most useful to stress, Glass has made frequency counts of the occurrence of various vowel clusters in early reading material. In the first three books of the Scott-Foresman basal readers, for example, the cluster ing appears 109 times, versus only five times for ug, een, and ong.

The actual teaching procedure requires little more than word cards and one of two protocols. The protocol which gives the word first is illustrated below:

Longest---In the word longest, what letter makes the "lll" sound?

What letters make the ong sound?

What letters make the long sound?

What letters make the est sound?

What letters make the longest sound?

In the word longest, what sound does the /l/ make?

What sound does the o/n/g make?

What sound does l/o/n/g/e/s/t make?

If I took off the "l" what sound would be left?

What is the whole word?

No part of the word is ever covered-up during the analysis. The purpose is to give instruction and practice in seeing, hearing, and sounding the most visible clusters in

each word.

'Decoding stations' could easily be set-up in critical locations throughout a school. Teachers or volunteers could "man" these. Students who have underdeveloped skills could be scheduled for frequent, short-term training sessions, on the order of fifteen minutes per session, three times a day until a pre-established criterion level is reached.

The Astrobasics

The Astrobasics, as noted earlier, are the result of demands of contemporary life which tend to exceed the ability levels of most students and the current training models of our institutions. Consider, for example, the difficulty a person would experience in trying to read and properly react to just a portion of the information found on a typical contemporary fact sheet accompanying a bottle of aspirin. Listen to this carefully, if you will.

IMPORTANT NOTICE!

> Aspirin has been used safely more than any other medication. However, like other medications, it can produce unwanted effects. Should you have a predisposition to allergies or asthma, if you have a gastric ulcer or symptoms relating to that condition, or if you are taking medication that affects the clotting of blood, you should consult your physician before using any pain relievers containing aspirin. Be sure to read carefully the list of active ingredients that appears on the label of every packaged

> medicine. The dosages fo Bayer Aspirin recommended are appropriate for the aches and pains that may be safely treated by home medication. If these doses do not give relief or if this medication is otherwise unsatisfactory to you, your particular condition may require the attention of a physician. Under these circumstances do not experiment with any home medicine, whether or not it contains aspirin, but consult your physician--the one person qualified to prescribe your needs.

A conservative estimate would put this passage at the college reader level, even though less than 50% of the population of this nation will ever reach 10th reader level.

We are not yet certain as to how we should approach such complex learning objectives. It seems, however, that there may be some good sense in this tandem approach.

1. Teach to the Test. Study the items on BASIC skills tests used around the nation, treat each item as an objective, and teach these in a direct, open recitation manner; but for not more than 20% of any school day.

This approach would tend to provide some assurance that many, otherwise esoteric words and ideas would be taught, at least, in some way. There are drawbacks to this approach, however. There is little support from context, thus the information appears discreet and unrelated to other information. Also, while the information might be extremely relevant to adult life, most students are youngsters, and as such, they are relatively uninterested in the trappings and annoyances of adult life.

To correct for these problems, we should explore several means by which to conduct

role playing exercises in which youngsters would experience, in simulated, and therefore, con..ed, fashio.., the complexities of contemporary life.

A few ideas which may serve as examples, come to mind: 1. Tell youngsters to carefully read the instructions from a bottle of aspirin to determine what would be the correct dosage for their (pretend) 18-month-old child. 2. Ask youngsters to go through the entire process of selecting and buying automobile driver's insurance. 3. Ask youngsters to plan a menu for a three-day period with the requirement of a low carbohydrate diet.

EARLY READING

The early reading stage has three basic components: Word Recognition, Lanugage Experience, Basal Reading.

Word Recognition

Only twenty percent of the total number of words in the English language do not follow the rules of phonics and spelling. These words, however, account for 80% of the highest frequency of words occurring in typical exposition (Hannah and Hannah, 1968). Thus, a large body of words must be taught as "sight" words. Apart from phonetically irregular words, there are other reasons to teach a few sight words. These reasons are implicit in the recommendations below.

It is useful to think of 3 categories of sight words. The first, as previously

mentioned, are those words which have a high frequency of occurrence, but low phoneme-grapheme correspondence. The Dolch list of 220 high frequency words is a good example of this category. The second category could be called "extremely basic" words: danger(!), restaurant, and many of the bizzare variations on toilets, such as Dukes and Duchesses, etc. The third would include a set of personal words which a student might request to learn. Sylvia Ashton Warner called these "organic words".

Methods for teaching, i.e., giving repetitive exposures to these words could include (1) the buddy system---more advanced students flashing cards and giving corrective feedback for less advanced students; (2) audio-taped cards with accompanying word stimulus (as are used with the Bell and Howell, Language Master); (3) studying word configurations (a low priority); and (4) having students write a word following a visual studying or a hand tracing of it.

Language Experience Story

The most popular version of the language experience story can be summarized as follows: the student tells a story which the teacher records in the student's own language; the student then practices reading his own production. This activity is expected to help the student (1) to learn to read those words which are in his oral repertoire; (2) to develop a sense of both the limits and the unique potentialities of written communication; and, (3) to develop reading passages which, by definition, are

compatible with the student's language patterns and interests.

In addition to the above, the uses of the language-experience-story can be extended to improve reading comprehension and some language skills. In one such extended use, the story is reproduced in its exact, or some mildly author-teacher edited, form. A copy is distributed to the class, along with a series of comprehension questions prepared by the teacher to accompany it. From this point, the story is treated in much the same way as any reading selection might be: it is introduced to a class with some appropriate readiness discussion, difficult and/or unusual terms are pre-taught, a purpose for reading is established, a comprehension check then follows silent reading. Essentially, an abbreviated Directed Reading Activity (Betts, 1959) is taught. The most unusual thing about this modification of the DRA is the presence of the author, and the fact that the story undoubtedly reflects the language experience and sophistication of a peer.

As a follow-up to this type of DRA, a second set of exercises may be developed in which language and elements of rhetoric can be taught. An exercise, for example, may have several words underlined which were inappropriately used. A list of alternate choices of words are listed in the margin, or are elicted from the class. The student-author participates in the discussion, objectively scrutinizing his own choice of words. Other types of language-rhetoric activities might include deciding which of several means of stating and/or punctuating selected sections of the experience story would improve its

mood or poignancy (Manzo, 1973).

Basal Reading

A most popular idea in the teaching of reading is that of a series of graded books of increasing levels of difficulty. The belief is that the learner progresses best when he can work through a series of passages which are geared to his "instructional" level--95% accuracy in oral decoding and 75% accuracy in comprehension. Decoding accuracy and comprehension above this would be called "independent" reading level, and below, "frustration" reading level.

The trouble with this schema is that failing students don't know about these handy categories. A study, by Robert Leibert (1972), demonstrated, albeit with adults, that very few have a solid instructional, or basal, level, despite several semesters of "instruction". Many hypotheses are suggested by this finding. The one which seems most germane here is Leibert's own conclusion that failing students are not being taught. They merely are exposed to "practice". Consequently, there is little change in their basal, or instructional level. In a word, they have no foundation upon which to build.

Four teaching strategies are proposed to add an instructional component to mere practice reading in basal type materials. First, the student should be required to explain the reasons for both his correct as well as his incorrect responses made while working in exercise-type materials. Secondly, the student regularly should experience a

full-fledged Directed Reading Lesson, one replete with readiness activity, purpose setting and post-reading skills instruction. Thirdly, the student should be taught how to establish his own purposes for reading, i.e., how to inquire into, and guide his own reading. For this the ReQuest or reciprocal questioning, Procedure is recommended (Manzo, 1969). Finally, students must be taught how to recall information accurately without the aid of teacher questions. This requires learning to see "implicit questions" and to self-correct such inconsistencies in understanding as are evident in such questions. To aid in the development of these skills, the Guided Reading Procedure (Manzo, 1975) is recommended.

READING STUDY

Study-type reading is essentially a catch-all for "over-learning". Not different from, but on a continuum with reading, study-type reading is often done in preparation for an examination or when information must be condensed for long term storage. The latter goal requires a somewhat different tack than the former.

Storage, at any level, is usually achieved by an additional manipulation of material beyond merely reading and understanding it. The GRP helps with this somewhat. More useful for long term storage and for practice in writing would be the REAP procedure (Eanet and Manzo, 1976); a method which teaches students how to read material and then to compress it into 5 specified annotation statements: summary, heuristic, precis,

question, critical. Little more than a reading selection and good teacher training are necessary to teach study-type reading. The absence of study-type reading instruction in most school programs is an error which should not be permitted to continue. The absences of instruction in such higher order skills has the effect of telling the non-academic student that he is viewed as a terminal case. It is as if to say to the student, "Learn how to read to where you will no longer be a burden to yourself and society". This statement, while containing some veracity, has not the same humanistic and motivational value as when higher order skills are taught. To teach toward the latter seems to say, "Learn how to read, and how to write, and how to study so that you might continue to learn and to grow". The failing student, after all, is primarily the product of psychological-aspirational despair; the loss of HOPE. Teaching toward higher order skills is a useful way to tell students that they are valued. Dr. Martha Haggard (1977) demonstrated this in a rather convincing way when she raised the reading scores of remedial level youngsters with a reading program which stressed mind enriching activities which typically are reserved only for the gifted. Her program, of course, included specific lessons in reading as well.

It is about at this point that a charitable speaker will say, "and in conclusion", and thereby provide the audience with both a sigh of relief, and, occasionally, even an incisive summary of a long address with a short message.

In the interests of such charity, I shall now most certainly provide that relief, and fates permitting, an incisive summary as well.

In conclusion, it appears as if there are two relatively distinct problems which need our attention. One is the need to do a better job of teaching the basics. This is not being done well, but it can be. The educational technology has been developed and tested. The ideas outlined in this address are examples of such methodology.

The second problem is a relatively new one. The combination of space-age technology and the complex nature of daily life have created a hyped-up demand on our minds and spirits. Our best attempts to prepare people to be equal to these new demands seem to be falling short. People, all around us, are drowning in a morass of paper work, technical jargon, and "new freedoms"; after extensive schooling they are, in effect, set out to sea in an open boat.

As educators, we must become committed to a measure of social-political action; to a new concept of Civil Rights. The right to be free of the debilitating anxieties heaped upon us by new technologies, complex bureaus, and self-serving institutions. Each of these must be re-aligned and re-oriented to serve us before the prophecies of "1984" appear as little more than a word picture of contemporary life.

THE BAB TEST

Basics and AstroBasics

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Directions: Answer all questions.

Pass Criteria: 1) for high school students, four(4) wrong

2) for college students, three(3) wrong

3) for college graduates, none wrong

1. How does a public school get most of the money it needs to pay teachers?

   A. It charges families of students.
   B. Student Council raises the money.
   C. It uses tax money.
   D. It gets the money from the Parent Teacher Association (P.T.A.).

2. Suppose in a city there is a sudden, huge increase in the need for trained auto mechanics. What is likely to happen to the amount mechanics will be paid?

   A. Their pay will not change.
   B. They will be paid less.
   C. They will be paid more.
   D. What will happen to their pay will depend on what the city government says they can be paid.

3. Paul Backer needs to buy a new set of tires for his car. Which source of information would most likely contain the most reliable information on which brand and type of tire would last longest?

   A. The advice of a Firestone tire sales person.
   B. A magazine like Consumer Reports that compares and tests tires.
   C. Advertisement in the local newspaper.
   D. The advice of a Goodyear tire salesperson.

4. Meg Gross bought some expensive furniture four months ago. She paid a $200 downpayment and signed an agreement to pay $200 per month for one year. Now, Meg does not like the looks of the furniture. What statement below best explains what Meg should expect to happen if she tries to return the furniture?

   A. She may return the furniture and, according to law, will get her money back.
   B. She will probably have to keep paying what she agreed to pay, according to the contract.
   C. She will be told she could keep the furniture and that she does not have to pay anything else.
   D. The store will have to trade in the furniture for furniture Meg likes more.

5. Janet bought a pencil for 8¢, a candy bar for 15¢, and a folder for 39¢. Using the Sales Tax Table, how much sales tax did she pay on the total cost of the three items?

   A. 3¢
   B. 4¢
   C. 5¢
   D. 6¢

Sales Tax Table	
Sale	Tax
.00-- .12	.00
.13-- .31	.01
.32-- .54	.02
.55-- .81	.03
.82--1.08	.04
1.09--1.35	.05
1.36--1.62	.06
1.63--1.87	.07
1.88--2.12	.08

Read the warranty below and answer the questions which follow.

Warranty on a new watch.

"We certify that this watch is warranted to the original retail purchaser to be free from defects in material and workmanship for the warranty period states. Within the warranty period, regulation or adjustment of the module will be performed upon receipt of the watch and handling charge, ($6.50) except for the following: necessary periodic cleaning of the module, contacts, case, finish on the case, batteries, crystal and buttons. Damages due to tampering, accident, opening of the watch case or rust are not covered by the warranty. Liability is limited solely to the regulation and adjustment of the module. We disclaim liability for consequential damages for breach of any express or implied warranty including merchantability or fitness for purpose."

6. The warranty on this watch certifies that the company will fix only one of the following faults. It is:

   A. batteries
   B. contacts
   C. winder
   D. case

7. Damages due to:

   A. insufficient repair
   B. immersing in water
   C. dropping
   D. tampering

   are covered by this warranty.

---

8. Which is the correct way to indicate the catalog number for regular size jeans?

	Letter(s)	Numbers	Letter(s)
A.	I	01	J
B.	A	123-9876	Z
C.	A	123-6780	Z
D.	A	124-6531	Z

SUPER JEANS

Brushed Jeans

- Sewn with heavy-duty thread
- Reinforced at points of strain
- Heavy-duty brass zippers
- Jacket in same great fabric

AND YOURS FOR ONLY 5.50 Jeans 10.00 Jacket

A & B COORDINATING JEANS AND JACKET. Brushed denim of 65% Dacron polyester and 35% cotton. MW (machine wash warm, tumble dry).

Colors: C1 light blue; C2 tan. *State color number-and-name.*

(A) Jeans. Alpine-style pockets and yoke back with contrast pipe trim and stitching. Waistband and belt-loops. Zip fly. Flared legs with hemmed bottoms.

Sizes: 3, 4, 5, 6, 7. State size.

A 123-9876 Z—Regular

A 123-6780 Z—Slim. Mail. wt. 0.75 lb. 5.50

(B) Shirt-Style Jacket. Front yoke, 2 scoop chest pockets with pipe trim. Contrast stitched. Snap front and cuffs.

Sizes: S(3), M(4-5), L(6-7). State S, M, or L.

A 124-6531 Z—Mail. wt. 1 lb. 10.00

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QUICK, EASY BLEACH TEST FOR COLORS

Most colored fabrics can be safely bleached. If in doubt, before laundering with bleach the first time, test this easy way. Mix one tablespoon of bleach with ¼ cup water. Apply one drop of this solution to an inconspicuous portion of the fabric. Be sure solution penetrates fabric, let stand one minute, then blot dry with paper towel. No color change means article can safely be bleached.

9. Before using bleach on a colored fabric, you should

A. mix one cup bleach with a gallon of water.
B. test the fabric in an inconspicuous spot.
C. allow test solution to stand for 5 minutes.
D. test the garment on the collar or cuffs.

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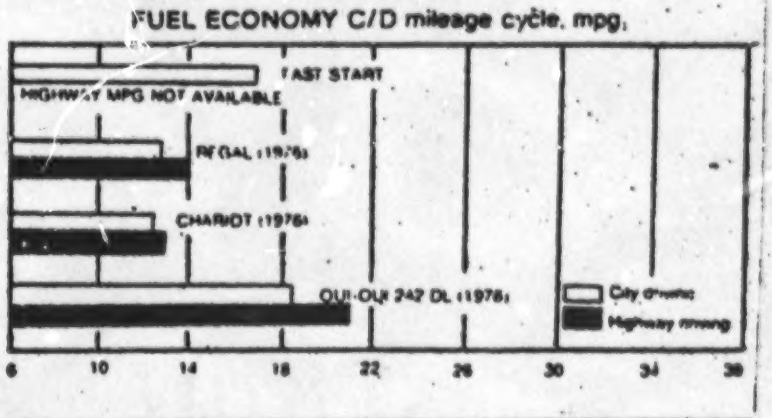
10. Which car gets 14 miles per gallon for highway driving?

A. Fast Start
B. Regal
C. Chariot
D. Oui-Oui



Directions; Below is a list of forms which need to be completed in order to enter a child in school. Read these and then answer Question #11.

Forms needed to enroll a child in kindergarten: Physical from the Doctor, release from parents if physical is not taken, release saying your child can take part in physical education, form telling the nearest relative and phone number, person whom you want the school to contact if parent cannot be reached, Doctor's phone number and address, which Hospital you prefer if your child needs to go, another form with permission to call an ambulance, and if medical care can be given by another Doctor (in pre-school, this form must be notarized), list of all shots from birth, and this must also be signed by the Doctor.

11. When Mrs. Espinoza enrolls her son, Eduardo, in kindergarten she must do all except:

A. state her preference of hospitals.
B. list all Eduardo's shots.
C. note her doctor's phone and address.
D. itemize Eduardo's allergies.

12. When washing your clothes the following are true except:

A. wash dark colors in hot water
B. wash bright colors in cold water
C. wash whites in hot water
D. wash cotton clothes in hot water

13. What is the minimum amount of car insurance required by law?

A. collision
B. comprehension
C. liability
D. complete

14. Which of the following checks typically could not be converted to cash?

A. cashier's check
B. personalized check
C. two-party check
D. counter check

15. If you suspect you have a hearing loss, which doctor would you see?

A. otolaryngologist
B. optomologist
C. orthodontist
D. obstetrician-gynecologist

16. Filing an exemption on an income tax form entitles the filer:

A. to receive more money in a monthly paycheck.
B. to receive more money when tax is returned.
C. to receive a bonus.
D. to receive a deduction in income.

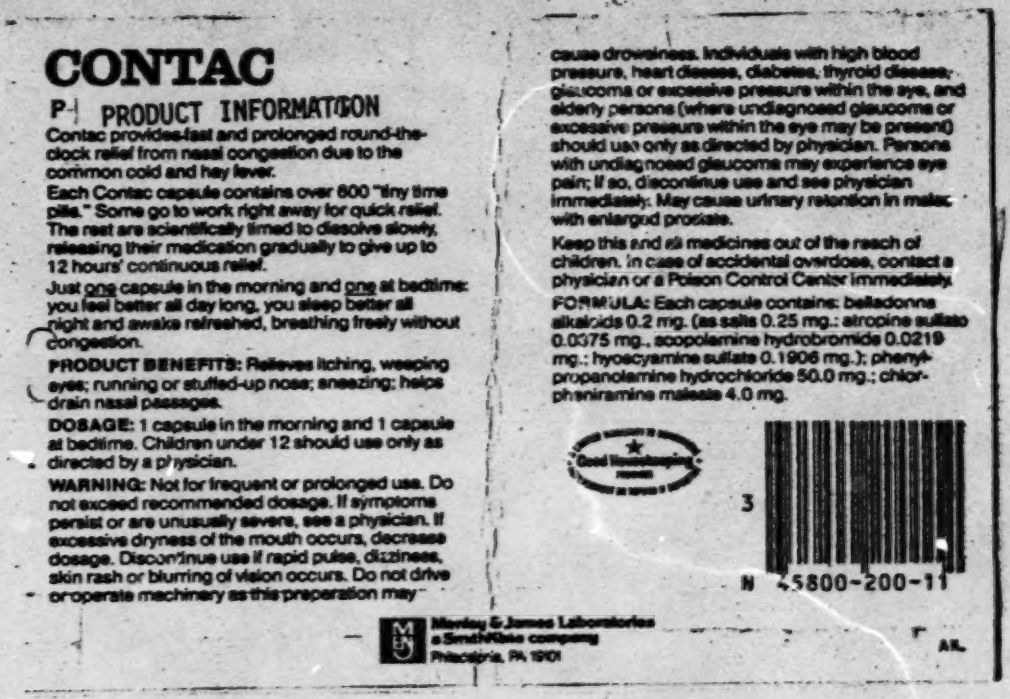
17. After being issued a traffic ticket, your rights include all but one of the following:

A. the right to remain silent.
B. the right to be represented by counsel.
C. the right to plead not guilty.
D. the right to trial before a municipal judge in court.

18. If any business takes you for your money and does not produce the desired goods, you should write a letter to:

A. Chamber of Commerce
B. Better Business Bureau
C. City Hall
D. City Attorney

Read the warning label below and answer the questions which follow. You may look back.



CONTAC

P PRODUCT INFORMATION

Contac provides fast and prolonged round-the-clock relief from nasal congestion due to the common cold and hay fever.

Each Contac capsule contains over 600 "tiny time pills." Some go to work right away for quick relief. The rest are scientifically timed to dissolve slowly, releasing their medication gradually to give up to 12 hours' continuous relief.

Just one capsule in the morning and one at bedtime: you feel better all day long, you sleep better all night and awake refreshed, breathing freely without congestion.

PRODUCT BENEFITS: Relieves itching, weeping eyes; running or stuffed-up nose; sneezing; helps drain nasal passages.

DOSAGE: 1 capsule in the morning and 1 capsule at bedtime. Children under 12 should use only as directed by a physician.

WARNING: Not for frequent or prolonged use. Do not exceed recommended dosage. If symptoms persist or are unusually severe, see a physician. If excessive dryness of the mouth occurs, decrease dosage. Discontinue use if rapid pulse, dizziness, skin rash or blurring of vision occurs. Do not drive or operate machinery as this preparation may cause drowsiness. Individuals with high blood pressure, heart disease, diabetes, thyroid disease, glaucoma or excessive pressure within the eye, and elderly persons (where undiagnosed glaucoma or excessive pressure within the eye may be present) should use only as directed by physician. Persons with undiagnosed glaucoma may experience eye pain; if so, discontinue use and see physician immediately. May cause urinary retention in males with enlarged prostate.

Keep this and all medicines out of the reach of children. In case of accidental overdose, contact a physician or a Poison Control Center immediately.

FORMULA: Each capsule contains: belladonna alkaloids 0.2 mg. (as salts 0.25 mg.: atropine sulfate 0.0375 mg., scopolamine hydrobromide 0.0219 mg.; hyoscyamine sulfate 0.1906 mg.); phenylpropanolamine hydrochloride 50.0 mg.; chlorpheniramine maleate 4.0 mg.

Good Housekeeping

3

N 45800-200-11

Merrell & James Laboratories a Smith/Kline company Philadelphia, PA 19101

AR.

19. If excessive dryness of the mouth occurs, one should:

A. see a physician
B. discontinue use
C. refrain from operating machinery
D. decrease dosage

20. Which of the following people would be able to take CONTAC:

A. diabetic
B. individual with high blood pressure
C. someone who is anemic
D. someone with a heart disease

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21. Kenneth, age 25, was arrested last night. Which of the rights in the Item Box does he have?

A. Rights 1 and 2 only
B. Rights 1 and 3 only
C. Rights 2 and 3 only
D. Rights 1,2, and 3

Item Box (Rights)
1--Right to know what crimes he is supposed to have committed.
2--Right to have a lawyer advise him.
3--Right to have a jury trial.

22. At Crosswinds Shopping Center, all stores rent their space from XYZ Company. Suppose XYZ Company increases rent by a huge amount. Which of the results in the Item Box will most likely happen as a result of the increased rents?

A. Results 1 and 2.
B. Results 1 and 4.
C. Results 2 and 3.
D. Results 3 and 4.

Item Box (Results)
1. Sales clerks will be paid more.
2. Prices of goods sold at the center will cost more.
3. Some stores will move to other locations.
4. Store owners will make more profit.

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23. Which two examples in the Item Box are examples of privately owned businesses.

A. Items 1 and 2.
B. Items 1 and 3.
C. Items 2 and 4.
D. Items 3 and 4.

Item Box
1. McDonald's Restaurant
2. St. Louis Police Department
3. Sam's Barber Shop
4. Jackson County Library

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24. Which of the following is an example of interpreting law?

A. A policeman arrests a driver for speeding.
B. The city council passed a law to have trash picked up three times a week.
C. The President signed a bill to spend $10 billion on a new fighter bomber.
D. The Supreme Court tried to decide whether the death sentence for a crime is constitutional.

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25. Which figure in the bank statement shows how much money you have in the bank now?

A. 365.11
B. 50.00
C. 236.96
D. 25.64

Statement of Account

NATIONAL BANK

			Previous Balance	365.11
DATE	Checks and Other Debits AMOUNT	Checks and Other Debits AMOUNT	Deposits and Other Credits AMOUNT	BALANCE
Jan 09	15.00	32.50		317.61
Jan 10	3.20	48.50		285.91
Jan 11	10.30	25.64		229.97
	43.01			
Jan 12			50.00	236.96
			Current Balance	236.96

Define the words below in the space provided on your answer sheet.

26. grommet
27. plaintiff
28. chic
29. generic
30. flammable
31. inflammable
32. alkaline

BAB ANSWER SHEET

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____
14._____
15._____
16._____
17._____
18._____
19._____
20._____
21._____
22._____
23._____
24._____
25._____

C. Word definitions:

26.

27.

28.

29.

30.

31.

32.